

DOCUMENT RESUME

ED 186 396

SP 015 933

AUTHOR Leos, Robert: Olivarez, Ruben Dario
 TITLE Documentation and Evaluation Study of the Texas Teacher Corps Network Program '78 Community Council Developmental Training Conference.
 INSTITUTION Texas Univ., Austin. Coll. of Education.
 SPONS AGENCY Office of Education (DHEW), Washington, D.C. Teacher Corps.
 PUB DATE Apr 79
 CONTRACT 300-78-0332
 NOTE 89p.
 EDRS PRICE MF01/PC04 Plus Postage.
 DESCRIPTORS *Community Cooperation; Community Involvement; *Conferences; *Cooperative Planning; Institutional Cooperation; Needs Assessment; Networks; Organizational Objectives; Policy Formation; *Program Development; *Program Evaluation
 IDENTIFIERS *Teacher Corps

ABSTRACT

This document describes a training conference sponsored by the Teacher Corps Network. Informational and skill development sessions for Community Council members from the Teacher Corps projects are included. A special planning session, held prior to the conference is described. A description is given of the conference planning and events. The report includes information concerning the conference planners, the purpose of the special planning day, goals and objectives for each session, strengths and weaknesses of the planning process, and an overall evaluation of the conference. (JD)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED186396

DOCUMENTATION AND
EVALUATION STUDY
OF THE TEXAS
TEACHER CORPS NETWORK
PROGRAM '78
COMMUNITY COUNCIL
DEVELOPMENTAL
TRAINING CONFERENCE

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

BY ROBERT LEOS
RUBÉN D. OLIVÁREZ

SP. 015 933

DOCUMENTATION AND EVALUATION STUDY
OF THE TEXAS TEACHER CORPS NETWORK
PROGRAM '78 COMMUNITY COUNCIL
DEVELOPMENTAL TRAINING CONFERENCE

ROBERT LEOS

RUBÉN D. OLIVÁREZ

THE TEXAS TEACHER CORPS NETWORK
COLLEGE OF EDUCATION
THE UNIVERSITY OF TEXAS AT AUSTIN

APRIL 1979

MAY 1 1980

TEXAS TEACHER CORPS NETWORK
The University of Texas at Austin
Education Building 334
Austin, Texas 78712

PROGRAM '78
DEVELOPMENTAL TRAINING AND
TECHNICAL ASSISTANCE MATERIAL

This publication was prepared pursuant to a contract between Teacher Corps, U.S. Office of Education and the College of Education of The University of Texas at Austin, Contract No. 300-78-0332. It is part of the Texas Teacher Corps Network Evaluation, Documentation, Demonstration and Dissemination contract agreement. Contractors undertaking such projects are encouraged to express freely their professional judgment in the development of such products. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Project Director: Rubén D. Olivárez

April 1979

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	v
INTRODUCTION	1
PLANNING OF CONFERENCE	4
Figure I (Community Council Conference Agenda - January 19, 1979).....	6
Figure I-A (Community Council Conference Agenda January 20, 1979).....	7
CONFERENCE DOCUMENTATION - DESCRIPTION	9
Special Planning Session Participant Roster.....	10
Documentors' Description of Processes During the Planning Day.....	11
Session Objectives.....	12
CONFERENCE DOCUMENTATION - SYNTHESIS, ANALYSIS OF DATA	29
Tables.....	33
Planning: Stengths and Weaknesses.....	47
Conclusion, Implications for Planning Future Activities....	49
APPENDICES	
Appendix A: Needs Assessment Instrument	
Appendix B: Planning for the Conference	
Appendix C: Teacher Corps Network Documentation Plan	
Appendix D: Introduction for Planning	
Appendix E: Statements for Evaluation of Small Group Sessions	
Appendix F: Community Council-Community Education Conference List of Participants	

Acknowledgements

Many persons contributed to the planning and implementation of the conference and to the completion of this document. The planning committee within the Texas Board of Directors was comprised of the following directors: Richard Bocanegra, Edgewood Independent School District, San Antonio, Texas; Linda McDonald, Texas Tech University, Lubbock, Texas; and Larry Hamilton, The University of Texas at El Paso. Invaluable contributions were made by the staff of the Western Recruitment and Community Technical Resources Center from the University of Southern California: William Hill, Central Director, and Dwight Bonds, Center Coordinator. Special thanks are in order to Annette Gromfin for her planning assistance.

We wish to especially recognize the team of Project '78 Documentors for their excellent work in collecting data of the conference proceedings: Lou Bridges, Texas Tech University; Elene Demos, Texas Christian University; Lynn Reyes, University of Houston; David Ross, North Texas State University; and Michael Yost, Trinity University.

A very warm acknowledgement is expressed to the conference participants who so willingly commented on the strengths and weaknesses of the conference, and provided suggestions for the improvement of a similar activity.

Finally, special thanks go to Emma Harley for typing the manuscript.

- Rubén D. Olivárez, Director
Texas Teacher Corps Network
 - Robert Leos, Program Development Specialist
The University of Texas at Austin
- April 25, 1979

INTRODUCTION

Since the Texas Teacher Corps Network was initiated in 1974, two primary objectives have been (1) to provide for the improvement of project management through the facilitation of sharing of project information among the various projects in the state and (2) to serve as a vehicle for developing technical assistance activities of mutual interest which could not be supported practically by a single project.

In their first meeting since the funding of Program '78 Teacher Corps projects, the Board of Directors of the Texas Teacher Corps Network established priorities for Network-sponsored training activities. The board, consisting of Teacher Corps directors from seven projects in Texas, identified the organization and maintenance of community councils as one of its high priorities. This document represents a description of a Network-sponsored activity which included informational and skill development sessions for Community Council members from the Teacher Corps projects.

The event took place in San Antonio, Texas on January 19-20, 1979. Participants of the conference were Community Council members, Teacher Corps staff, local school and university personnel, Network staff, and community members associated with the Network projects: The University of Texas at El Paso, Laredo State University, Texas Christian University, North Texas State University, University of Houston, Edgewood Independent School District/Trinity University, and Texas Tech University.

Through skill building and informational sessions the workshop focused on: (1) the role of the Community Council in Teacher Corps projects; and (2) understanding the processes involved in planning council activities.

Because planning is an important part of carrying out a successful activity (planning was a major emphasis throughout the conference), a special planning session was held the day before the conference. The purpose of the special session was to bring together presenters, Teacher Corps staff, Network staff, and documentors to discuss conference goals and clarify objectives for individual sessions. Since the special session was a different approach to planning a conference, the documentation of the planning process and the conference became of particular importance.

The content of this document is based on an analysis of the written reports prepared by Network documentors. It describes the conference planning and events, and attempts to answer questions about the effectiveness of the planning approach used. The report includes:

- (1) A description of the process used for planning the conference
 - .Who was involved in the planning?
 - .What was the purpose of the special planning day? Who participated in it? What occurred during the sessions?
- (2) A description of the conference goals, objectives for each session, and events taking place during the two days.
- (3) An attempt to answer questions about:

.Conference planning. What were the strengths and weaknesses of the planning process used?

.The success of the conference. Was the conference successful in meeting its goals?

.Implications of the conference for planning future Network activities. How can the experience in planning and conducting the Community Council - Community Education Conference be of benefit to others planning a similar activity?

PLANNING THE CONFERENCE

Planning for the Community Council Conference began on October 30, 1978, when the Texas Teacher Corps Network Board of Directors met in Austin to establish priorities for Network training activities. The areas of training discussed were: inservice education, faculty development, community council, and special implementation features of Teacher Corps projects such as dealing with children with exceptionalities and education that is multicultural. Using a rating/rank order system, it was agreed that the most pressing need for training was with the Community Council. A planning committee made up of Network staff and project directors was established and a tentative date and location of the conference was set (January 19-20, 1979, San Antonio, Texas).

Between the October 30, 1978, Board of Directors meeting and a conference call on November 8, 1978, planning by members of the Edgewood I.S.D./Trinity University Teacher Corps staff was already taking place. A needs assessment instrument (see Appendix A) was designed and distributed to all Council members and Directors in Texas. Preliminary data had been collected by November 8, the date of a planning committee/Teacher Corps Directors conference call.

Other planning which took place included meetings in San Antonio (November 28, 1978), Austin (December 13-14, 1978), and again in San Antonio (a special planning session - January 18, 1979). During those meetings, logistical details were worked out, consultants were identified, a documentation plan was designed and shared with the conference documentors, the agenda was made

specific, and travel arrangements for the participants were made. For more detailed information on discussion/decisions taking place throughout the planning session process, see Appendix B.

The committee agreed that a major emphasis throughout the conference should be on providing Council members with skills in PLANNING - definitions, key elements, and application. The format and sessions were designed to give participants an overview of Teacher Corps and the role of the Council in Teacher Corps projects. In addition, an overview of a planning process would be followed by small group sessions designed to allow participants to "try out" the process in Teacher Corps-related topics (using available resources, needs assessment, developing and maintaining commitment from Council members, etc.).

The consultants identified were, for the most part, persons formerly involved in Teacher Corps or currently working with a Teacher Corps project or contract (The Western RCTR Center). A cooperative effort with the Western RCTR Center at the University of Southern California enabled a greater proportion of the consultant fees to be covered by their contract monies.

The agenda for the conference is shown in Figures I and I-A. The format of the first day sessions called for participants to work in project teams. The second day gave participants an opportunity to attend sessions of their choice in the morning, with the afternoon small group sessions designed for Site Specific Planning (setting of Council goals) and sharing of plans. Also in the afternoon, Dr. Norma Hernández, Dean of the College of Education at The University of Texas at El Paso, presented a general session on the role of the Community Council and the university.

Figure I

TEXAS TEACHER CORPS NETWORK COMMUNITY COUNCIL-COMMUNITY EDUCATION CONFERENCE AGENDA

FRIDAY, JANUARY 19, 1979

<u>TIME</u>	<u>ACTIVITY</u>	<u>LOCATION</u>
8:00 A.M.	Registration, Pick-up materials, Welcome - Dr. Rubén D. Olivárez Mr. Richard Bocanegra	FONTANA
8:30 - 10:00	SCHOOL AND COMMUNITY: BUILDING AN EFFECTIVE PARTNERSHIP Dr. Tony Carrillo, San Jose State University Introduction: Mr. Chet Hill, Western Recruitment and Community Technical Resource Center	FONTANA
10:00 - 10:45	OVERVIEW OF TEACHER CORPS - THE ROLE OF THE COMMUNITY COUNCIL IN TEACHER CORPS PROJECTS Mr. Robert Ardike, Teacher Corps Washington Introduction: Dr. Rubén Olivárez, Texas Teacher Corps Network	FONTANA
10:45 - 11:00	B R E A K	
11:00 - 12:00 Noon	SMALL GROUP DISCUSSION/FOLLOW-UP TO GENERAL SESSION Facilitators: Dwight Bonds, Annette Gromfin (UofH) Tony Carrillo (Texas Tech) Alfredo Alarcón (Edgewood/Trinity) Linda Jiménez (NTSU) Roberto Pérez (UTEP - LSU) Cliff Whetten (TCU)	FONTANA FIESTA CORTEZ JUÁREZ PARLOR 519 PARLOR 619
12:15 - 1:45 P.M.	LUNCH/KEYNOTE ADDRESS: WHAT MAKES AN EFFECTIVE COMMUNITY COUNCIL? Dr. Pete Mesa, Superintendent of Schools, Milpitas Unified School District Introduction: Mr. Chet Hill, Western RCTR Center	FONTANA
1:45 - 2:00	B R E A K	
2:00 - 2:45	OVERVIEW OF THE PLANNING PROCESS Dr. Tony Carrillo	FONTANA
2:45 - 3:00	B R E A K	
3:00 - 4:30	BECOMING FAMILIAR WITH THE PLANNING PROCESS Small Group Sessions/Follow-up to General Session (See 11:00 A.M. Session for Facilitators and Rooms)	
5:00	SOCIAL HOUR	FONTANA

Figure I-A

SATURDAY, JANUARY 20, 1979

<u>TIME</u>	<u>ACTIVITY</u>	<u>LOCATION</u>
8:30 - 9:45 A.M.	SMALL GROUP SESSIONS: USING THE PLANNING PROCESS IN THE AREA OF YOUR CHOICE	
	.Using Available Resources	Tony Carrillo FONTANA
	.Involvement of School Personnel/ Familiarizing the Community with School Programs	Alfredo Alarcón FIESTA Roberto Pérez CORTEZ
	.Needs Assessment	
	.Developing Commitment from Council Members	Pete Mesa HIDALGO
	.Council Involvement with Community Education	Dwight Bonds, PARLOR 519 Annette Gromfin
	.Information to and from the Community	Cliff Whetten PARLOR 619
9:45 - 10:00	B R E A K	
10:00 - 11:15	REPEAT SMALL GROUP SESSIONS (Choose another topic) (See 8:30 A.M. Session for Facilitators and Rooms)	
11:15 - 11:30	GENERAL SESSION - Afternoon Overview, and Instructions	FONTANA
11:30 - 1:00 P.M.	L U N C H	
1:00 - 1:45	THE COMMUNITY COUNCIL AND THE UNIVERSITY Dr. Norma Hernández, Dean of the College of Education, The University of Texas at El Paso	
1:45 - 2:00	B R E A K	
2:00 - 3:00	SMALL GROUP SESSIONS: SITE SPECIFIC PLANNING	
	Texas Tech University (Tony Carrillo)	FIESTA
	University of Houston (Dwight Bonds)	FONTANA
	Edgewood ISD/Trinity University (Alfredo Alarcón)	CORTEZ
	Laredo State University (Annette Gromfin)	HIDALGO
	The University of Texas at El Paso (Roberto Pérez)	PARLOR 519
	North Texas State University (Linda Jiménez)	JUÁREZ
	Texas Christian University (Cliff Whetten)	PARLOR 619
3:00 - 4:00	GENERAL SESSION: SHARING OF PLANS, CONFERENCE WRAP-UP	FONTANA

The documentation of the conference began on the morning of January 18, 1979, the date of the Special Planning Session. The following section of the report "Conference Documentation - Description" is a compilation of documentors' notes which includes observations and, in some instances, detailed descriptions of events taking place during the conference.

CONFERENCE DOCUMENTATION-DESCRIPTION

January 18, 1979.

SPECIAL PLANNING SESSION.

San Antonio, Texas

Participants

Role

Alfredo Alarcón	Presenter
Sarah Bird	Network Newsletter Editor
Richard Bocanegra	Planning Committee (Chairperson)
Dwight Bonds	Western RCTR Center, Presenter and Assistance in Planning
Nancy Bonney	Southeastern Subsidiary RCTR Center, Assistance in Planning
Lou Bridges	Documentor
Tony S. Carrillo	Presenter, Planning Consultant
Elene Demos	Documentor
Dewayne Ford	Community Council, UTEP/Canutillo Teacher Corps
Annette Gromfin	Western RCTR Center, Presenter and Assistance in Planning
Chet Hill	Western RCTR Center, Assistance in Planning and Introductions
Linda Jiménez	Planning Committee
Paul Kantz	Planning
Robert Leos	Planning-Documentation
Rubén Olivárez	Planning, Introductions
Roberto Pérez	Presenter
Lynn Reyes	Documentor
David Ross	Documentor
Cliff Whetten	Presenter
Michael Yost	Documentor

The Special Planning Day scheduled by the committee was a departure from the "typical" approach to conference planning. As often happens in conferences, consultants and topic areas are matched, but presentations are made in isolation with presenters not fully aware of overall conference goals and objectives of the other sessions. The committee felt that by bringing all the presenters together before the conference to discuss conference goals (expected outcomes, rationale for sequencing of general and small group sessions), overlap and unnecessary duplication between sessions could be avoided. Most importantly, the presenters would have more of an understanding of how small group presentations "tie in" or should tie in to the general sessions and vice versa. Also, presenters not fully aware of major changes in Teacher Corps for Program '78 would have the opportunity for discussion in this area.

The objectives of the Planning Day (as described by Dr. Tony Carrillo, facilitator for the group) were to "walk through" the agenda, to make necessary changes in the program, to clarify objectives for each individual presentation, and in general, to "tighten up" the program.

Documentors' Description of Processes During the Planning Day

Dr. Rubén Olivárez, Executive Secretary of the Texas Network, opened the planning session with a brief overview of prior conference planning, expected outcomes, the process for documentation, and goals for the Planning Day.

Robert Leos, Network staff, described the conference documentation plan in further detail. Documentors for the conference were introduced, categories of information to be recorded were discussed briefly, and each presenter was given a copy of the evaluation form to be used in the Saturday (January 20, 1979) small group sessions.

The presenters each described objectives of their sessions:

General sessions: Friday, January 19, 1979

Tony Carrillo, "School and Community: Building an Effective Partnership"

Objectives: A general, introductory, pacesetting presentation designed to discuss the "why" of Community Councils rather than the "how."

Robert Ardike (not present at planning session), "Overview of Teacher Corps/ The Role of the Community Council in Teacher Corps Projects"

Objectives: Tony Carrillo stated that Robert Ardike would be discussing the expectation of Teacher Corps Washington with regard to Community Councils.

Pete Mesa (not present at planning session), "What Makes An Effective Community Council"

Objectives: To provide the participants with ideas on how to increase council participation and effectiveness.

Tony Carrillo, "Overview of the Planning Process"

Objective: To present a strategy (process) for planning and to "set the tone" for the afternoon small group sessions on "Becoming Familiar with the Planning Process"

Small Group Sessions: Friday, January 19, 1979

Small group sessions, Follow-up to General Sessions -

"School and Community: Building An Effective Partnership (T. Carrillo)" and "Overview of Teacher Corps-The Role of the Community Council in Teacher Corps Projects (R. Ardike)"

Objectives: Participants from each project would meet in teams to react to the general sessions, to ask questions and raise concerns regarding the role of the Community Council, and school-community relations.* Facilitators were encouraged to (1) have a two-way dialogue with the participants; to make sure teams know each other, to lay out expectations for the next two days (i.e., what do the participants expect to gain from the conference?) (2) record reactions to general sessions. If some concepts were unclear, clarification was to be provided by the facilitators. A suggestion for the small group follow-up sessions on Friday was to develop a list of concerns or questions for teams to address upon returning home.

*Note: The decision to keep project teams together was made outside of planning committee meetings. The Network Executive Secretary and Dr. Carrillo felt that this approach would be a good start to building the "teaming" concept in local projects. There were no objections to the decision.

Small Group Sessions: Saturday, January 20, 1979

"Using the Planning Process in the Area of Your Choice"

General Objectives for All Sessions: The small group sessions were designed to follow the Friday afternoon planning exercises ("Becoming Familiar with the Planning Process") by providing information/skills with which participants can effectively implement the activities/topics addressed (needs assessment, using available resources, etc.)

Specific Objectives for Each Session (as stated by each presenter):

"Using Available Resources" (Tony Carrillo) - to add resources to the council and expand their base. Tony was to present examples of how to make available other resources and more effectively utilize resources.

"Involvement of School Personnel/Familiarizing the Community with School Programs" (Alfredo Alarcón) - to present methods of increasing the community/school dialogue both in the initial stages, on a day-to-day basis, and in the long range; to discuss the pay-offs, day-to-day and long range, of improving school/community communication.

"Needs Assessment" (Roberto Pérez) - to highlight the most important things in a needs assessment, to relate the experience of conducting a needs assessment, and to discuss the role of the needs assessment.

"Developing Commitment from Council Members" (Pete Mesa) - to address how to get general commitment from the people and to present examples of failure due to lack of commitment (as stated by Rubén Olivárez).

"Council Involvement with Community Education" (Dwight Bonds, Annette Gromfin, and El Paso representatives) - to present their process for conducting a needs assessment and identifying resources; to have a brainstorming session and help participants begin developing a community education program. Annette intended to take a look at the new shift in Teacher Corps toward community based education.

"Information To and From the Community" (Cliff Whetten) - to examine models of "management information systems" through a slide presentation which would help participants determine how groups are involved and how each role group fits into the communication system.

Dr. Norma Hernández - nothing stated as to her presentation (not present in planning session).

Small Group Sessions: Site Specific Planning

Objectives: The intent of these sessions was to begin analyzing some of the issues and concerns raised in the conference, and to discuss strategies for dealing with the issues or at least commitments to share with others back home.

General Session: Saturday, January 20, 1979

Objectives: to report by project team what was discussed, planned, and/or accomplished and to allow time for presenters to share their observations about the conference.

Documentors' observations about the Special Planning Day:

Reviewing the agenda and other activities in the Planning Day progressed smoothly until the major issue of choosing the topic for the planning exercise "Becoming Familiar with the Planning Process" was addressed. The purpose of the exercise was to give participants the opportunity to try out a strategy for planning using a Teacher Corps related topic. The topic of community council participation in the selection of interns was suggested (along with several others which were not seriously considered at this time). Three points of view emerged from the group during the discussion:

1. The topic to be addressed in the planning exercise should be one in which the Community Council has a primary leadership responsibility for developing and implementing the program (e.g., involvement of community council in establishing better school-community communication).
2. The topic to be addressed in the planning exercise should be one which requires collaboration with other constituencies represented in Teacher Corps (e.g., intern selection requires input from Community, IHE, LEA).
3. The topic for the planning exercise should be selected by the project teams (particularly for 12th cycle projects addressing issues of a different nature than Program '78 projects).

Resolution of the issue: By using an outline of a Teacher Corps management plan, the Executive Secretary illustrated the primary leadership responsibilities of each of the major constituencies in Teacher Corps (LEA, IHE, Community), noting that although collaboration is indeed a necessary part of intern selection, the Community Council does not take the major responsibility for establishing guidelines. The group was encouraged to choose a topic in which the Council would play a leadership role. A comment in support of this view noted also that since intern selection occurs only once in the program, a more ongoing "grass roots" topic should be selected. There was general agreement among the group on this point. A suggestion was made to select the topic "Developing a program for teachers to go into the community to visit parents, homes, and the neighborhoods of the youth in their classes." Again, general agreement followed and the decision was made.

Other Issues Addressed in the Planning Day:

1. The role of the documentors in the small group sessions - will documentors be available to record major points on chalkboard, serve as co-facilitators, or run errands?

The role of the documentors with regard to these questions was discussed briefly:

The documentors serve as recorders of events and processes occurring during the conference. A link between documentors and presenters was to be established during the conference to facilitate a sharing of observations and to enable presenters/conference planners to consider major shortcomings, problems, or issues which might emerge during the conference. Related to this, a presenters-documentors meeting during lunch or after the sessions of the first day was planned.

To run errands, record on newsprint or chalkboard, or serve as co-facilitators was not felt to be the role of the documentor. These activities detract from the main task of developing an overall description and analysis of events and processes; the "floaters" for the conference (planners, host project support staff) were asked to assume these responsibilities.

2. Participation of project directors in the small group sessions -

Some concern was expressed that the target audience for the conference was community council members, and the presence of the project director might possibly inhibit full participation in the session by community council members.

The feeling of many group members was that this conference was an excellent opportunity to begin and/or continue the teaming process. The facilitators would be available to create an open atmosphere and help the teams collaborate and instill a sense of teaming.

3. Revisions for the document outlining the Planning Process were discussed. Retyping and duplication of the document was taken care of almost immediately by the Edgewood/Trinity Teacher Corps support staff.

Informal Comments to Documentors by Participants About the Planning Day:

In general, participants saw the Planning Day as having reached the objectives that were set (discussing format and content of the small group sessions, clarifying individual presenters' objectives, making any necessary revisions in the program). They saw the process as arduous but necessary for all participants to feel they were an integral part of the conference planning. A comment was made concerning the pacing of the day (the lunch break should have occurred earlier). All interviewed agreed that the sense of ownership and unity that resulted from the Planning Day were well worth the work involved.

January 19, 1979

Time

8:00 A.M.	Registration/Pick up materials
8:30 - 10:00	School and Community: Building An Effective Partnership Dr. Tony Carrillo, San José State University Introduction: Mr. Chet Hill, Western Recruitment and Community Technical Resource Center (86 present)

Major Purposes of Presentation:

- (1) To share observations about why schools/communities have had difficulties establishing good relations;
- (2) To talk about the major problems facing school/community;
- (3) To share general notions as to why we need the school/community partnership;
- (4) To raise general questions to keep in mind during the conference.

Dr. Carrillo presented an analogy of the island and the mainland to symbolize the school (island) and the community (mainland). Children leave the mainland to go learn how to live on it. There is a separation between school and community which should not exist. Education is total community responsibility, with all of us learners and teachers. There is a need to close the canyon that separates school and community. New goals are needed, restructuring of American education is needed - education is to improve human quality of living--it takes place everywhere and the community is the total education laboratory.

Professional educators have been afraid of community involvement. Parental involvement usually occurs only when there is a problem or when children are in school programs (holiday programs). The federal government is now requiring more participation. This calls for acquiring new personnel or retraining the old in a leadership role.

Teacher Corps has been a pioneer in the effort to involve community in the schools.

The problems of school/community relations are natural and solvable. Basically, the most difficult problem areas can be referred to as

(1) 3-D troubles:

- a. Dollars - because tax percentages are down;
- b. Dropout - 2½ million students will drop out this year; less than 1% of migrant youth will enter high school.
- c. Disbelief - people are doubting the validity of education.

Perhaps our greatest failure has been in teaching white middle class citizens an intolerance of poverty. Schools should not only be transmitters of culture but also an institution for change. The two most powerful groups to emerge in this century are senior citizens and non-parents.

- (2) There is a lack of the sense of community. The Teacher Corps Community Council can be a force to attack this problem.
- (3) The basic structure of the schools is changing. Coleman and others have pointed out that schools are information-rich and experience-poor. People used to learn by doing. School was very exciting. Life experiences are no longer a part of education in the schools. A "marriage" of academic learning and community life experiences is needed.

Questions to ponder:

- (1) How can the Community Council get together with school personnel to affect the future of their children?
- (2) How can we get the uninvolved involved? We need to begin to do things upside down. Ask why they want to get involved. Know the difference between wants and needs.
- (3) Be careful about strategies of change. Who are the affected audiences?
- (4) How can we begin to share power and responsibility? If the Federal funds for Teacher Corps ended, would local school districts reorder priorities and allow parts of the Teacher Corps project to become part of local funding?

Conclusion: Look carefully at your role and function as a Community Council member. The skills learned here at the conference are only a beginning--you must go beyond that which takes place here.

10:00-10:45

OVERVIEW OF TEACHER CORPS - THE ROLE OF THE COMMUNITY COUNCIL IN TEACHER CORPS PROJECTS
Mr. Robert Ardike, Teacher Corps Washington
Introduction: Dr. Rubén D. Olivárez, Texas Teacher Corps Network
(77 present)

Mr. Ardike delivered a transparency presentation which focused primarily upon the structure of the Teacher Corps at the national level.

An historical sketch described the Teacher Corps since its beginning in 1965 to the present. Mr. Ardike included a description of budget increases from 9 million in 1965 to its present 36 million.

A slide presentation defined Teacher Corps as a part of the Department of Health, Education, and Welfare, explained the purposes of Teacher Corps, and included a description of how Policy Boards in Teacher Corps are made up.

11:00-12:00 noon

SMALL GROUP DISCUSSION/FOLLOW-UP TO GENERAL SESSIONS

Objectives: (as given in the Planning Day meeting)

- .to react to morning presentations
- .to ask questions regarding the content of the morning presentations
- .to begin generating a list of concerns or questions to take back to the home site.

Facilitator(s)

Team

Dwight Bonds, Annette Gromfin

The University of Houston
(seven participants)

Major issues/concerns discussed:

- (1) a need for information sharing with others who are tangentially involved with Teacher Corps.
- (2) how to ensure student representation/involvement in Teacher Corps activities
- (3) how can the Council generate power/influence within the Teacher Corps Project, school district, etc.
- (4) how to involve senior citizens and non-parents in Teacher Corps activities.

Tony Carrillo

Texas Tech University
(ten participants)

Major concerns/issues discussed:

- (1) Enlarging and extending of school boundaries
- (2) Bilingual education
- (3) Community-based education
- (4) Communication between IHE's, LEA's, and the Community

Alfredo Alarcón

Edgewood/Trinity
(five participants)

Major concerns/issues discussed:

- (1) Schools are isolated from the communities. Teachers no longer live in the communities in which they teach. This makes it difficult for good social level interaction to occur-a prerequisite to establishing beneficial school/community relations.
- (2) More aides are needed to allow time for teachers to spend with parents and community.
- (3) More frequent communication about children's needs is needed.
- (4) Why close the schools after the school day? A program by which facilities could be of use to the community is needed.

- (5) Incentives are needed to keep well-qualified teachers in the community. Money is definitely a factor. Job descriptions for new teachers should include home visitation--home visitation could possibly be a part of earning an advanced degree.
- (6) The use of retired teachers and other citizens in the classrooms to allow more community visitation by teachers.
- (7) How can community businesses get involved with the schools? Awarding scholarships to some teachers was seen as a positive approach to this issue.
- (8) What might be the effect of Office For Civil Rights regulations on local school district needs?
- (9) How do we expose parents to the day-to-day life in the classroom?
- (10) Will interns receive teaching experiences for their period of training and classroom experience?
- (11) What incentives can be offered to teacher aides for their continued community/school involvement?

Linda Jiménez

North Texas State University
(twelve participants)

Contracts were written by each participant listing:

- I. What they wanted from the two-day conference.
- II. What they wanted from the facilitator (information, services, skills?).
- III. What they were willing to do to get what they wanted.

Major concerns/issues discussed:

- (1) Clarification of purpose for the sessions.
- (2) What do you do if you're not in a position to offer interns a job after their two year training?
- (3) Qualification of interns.
- (4) Role of the community council in the intern selection process.
- (5) Communication between school and community.

Roberto Pérez

The University of Texas at El Paso,
Laredo State University
(fifteen participants)

Major concerns/issues discussed:

- (1) Expectations of participants from the conference:
 - .to share experience
 - .to learn from Project '78 participants
 - .to learn how other community councils operate and to allow for comparison
 - .to learn how to institutionalize programs in schools and universities.
- (2) Involvement of more senior citizens.
- (3) The relationship between the community council and the school board.
- (4) Representation (on the council) of all sections of the community.
- (5) The lack of familiarity that teachers have of the community.
- (6) The need for more "nuts and bolts" discussion in the conference.

Cliff Whetten

Texas Christian University
(seven participants)

Major concerns/issues discussed:

- (1) Expectations of the group
 - a. to seek ways in which the Community Council can be helpful to students;
 - b. to learn what kind of training is necessary for Community Councils;
 - c. Budgeting (Proposition 13).
- (2) The unjust distribution of district funds.
- (3) The reluctance of Mexican Americans to "speak up" or ask questions--
the need to overcome this problem.
- (4) Declining school enrollments.
- (5) The lack of facilities at the high school.

12:15-1:45 P.M.

LUNCH/KEYNOTE ADDRESS: WHAT MAKES AN EFFECTIVE
COMMUNITY COUNCIL?

Pete Mesa, Superintendent of Schools, Milpitas Unified
School District

Introduction: Mr. Chet Hill, Western RCTR Center

Mr. Mesa presented his task as being to address what an effective council is and how to establish commitment among members. He presented some lessons learned from the Urban-Rural Project related to Councils.

To build commitment among members, the Council should have:

- .a sense of purpose
- .a sense of efficacy and the instrumental means to achieve that sense of efficacy.
- .training (as a means for achieving a sense of efficacy)
- .an overarching goal, "a compelling statement" that people can use to go out and recruit council members--a statement that tells others why it's worth being a part of Teacher Corps.

Experience has shown that councils will not be effective or will fail if:

- .They do not develop and maintain linkages with their own communities; (conduct surveys to identify needs, etc.).
- .They do not develop problem-solving processes.
- .They retain very narrow scopes or have very narrow scopes of responsibility imposed on them.

Mr. Mesa noted that above all, one cannot predict the success or failure of a Council. They develop at different paces, and oftentimes, those councils which were not expected to be successful, turned out to be the most successful.

2:00-2:45

OVERVIEW OF THE PLANNING PROCESS

Tony Carrillo
(61 present)

The Planning Process handouts were distributed to the participants.

Tony Carrillo presented the logical steps involved in planning as well as several assumptions related to planning:

- (1) Projects need to identify the affected audiences and develop a plan in which as many affected audiences as possible are represented in the planning--this increases the chances that the decisions will be supported and carried out.
- (2) The more that school personnel know about the home environments that children come from, the greater the chances are that schools will learn more and deal more effectively with those environments; people, when given knowledge, information, and truth will make wiser decisions.

A charge for the afternoon session "Becoming Familiar with the Planning Process," was given: the participants were asked to simulate a planning session using the issue of how to develop a program for teachers to go into the community to visit parents, homes, and the neighborhoods of the youth in their class.

3:00-4:30

BECOMING FAMILIAR WITH THE PLANNING PROCESS
Small group sessions

Objectives: the group will use the Planning Process document distributed in the "Overview of the Planning Process (Friday, January 19, 2:00-2:45 P.M.- Tony Carrillo) to plan a program for teachers to go into the community to visit parents, homes, and the neighborhoods of the youth in their classes." This session is to provide practice in a skill area (planning) while dealing with a practical issue.

Project teams met for the purpose of becoming familiar with the Planning Process using the topic given. The University of Texas at El Paso team and the Laredo State University team (both 12th cycle projects) were to select a topic which seemed appropriate to them. Teams and facilitators for this session were as follows:

Texas Tech University
University of Houston
Edgewood/Trinity
North Texas State University
The University of Texas at El Paso,
Laredo State University
Texas Christian University

Tony Carrillo
Dwight Bonds, Annette Gromfin
Alfredo Alarcón
Linda Jiménez

Roberto Pérez
Cliff Whetten

The sessions ended at approximately 4:30 P.M.

4:30-5:00

DOCUMENTORS-PRESENTERS MEETING

Purpose: to share observations about the sessions, to make any obviously needed changes in format or content of the presentations.

Major issues discussed:

1. Several presenters felt that the project directors should be more actively involved in the sessions.
2. A question and answer period for major speakers needs to be allowed either immediately following the speech or sometime during the conference.
3. Presenters could have benefited from a short description of the projects represented by the participants. Demographic information about the community and project characteristics (summarized) would quickly familiarize the presenter with the nature of the project and community.
4. More emphasis should have been placed on the role of the Community Council in local Teacher Corps projects (general session). Much time was spent on description of the bureaucratic structure of Teacher Corps in Washington.

5. Twelfth Cycle projects were commended on their participation in the simulation especially since funding status for Program '79 was still uncertain at this time.
6. Most facilitators were pleased with the topic "Developing a Program for Teachers to visit in the communities of the youth in their class" chosen for the small group session "Becoming Familiar with the Planning Process."

4:30

DEANS' COUNCIL MEETING

Facilitator: Rubén Olivárez

Present: Billy Askins
Linda McDonald
Larry Hamilton
Herbert F. LaGrone
Leo Sayavedra
John Moore
Elene Demos, Documentor

Purpose: To discuss the Council's participation in the Network Conference on Faculty Development (February 5-6, 1979) hosted by The University of Texas at El Paso Teacher Corps Project

6:00

TEXAS NETWORK BOARD OF DIRECTORS MEETING

January 20, 1979

8:30-9:45 A.M.

SMALL GROUP SESSIONS: USING THE PLANNING PROCESS
IN THE AREA OF YOUR CHOICE

10:00-11:15

(Sessions are repeated)

Using Available Resources
Involvement of School Personnel/Familiarizing the
Community with School Programs
Needs Assessment
Developing Commitment From Council Members
Council Involvement With Community Education
Information To and From the Community

Objectives: Specific objectives for each small group session are presented in the description of Planning Day Events (page 11).

1:00-1:45 P.M.

THE COMMUNITY COUNCIL AND THE UNIVERSITY
Dr. Norma Hernández, Dean of the College of Education,
The University of Texas at El Paso
Introduction: Dr. Rubén D. Olivárez
(59 present)

Major points of Dr. Hernández' presentation:

1. The Community Council should be involved with the education of all children. Parents especially should be involved in the joint solution of problems in the education of children.
2. The role of the university (related to teacher education) is to train teachers to teach effectively. Much of the research being conducted now has no practical application. Colleges of Education can be a bridge between research and its practical application.
3. Community Councils, if they are educated as to what effective teaching is, can strongly influence the quality of teachers in our schools.

2:00-3:00

SMALL GROUP SESSIONS: SITE SPECIFIC PLANNING
Texas Tech University Tony Carrillo
University of Houston Dwight Bonds
Edgewood ISD/Trinity Univ. Alfredo Alarcón
Laredo State University Annette Gromfin
The University of Texas at
 El Paso Roberto Pérez
North Texas State University Linda Jimenez
Texas Christian University Cliff Whetten

Objectives: To begin analyzing some of the issues and concerns raised in the conference, and to discuss strategies for dealing with the issues or sharing the discussions with others involved in the project who did not attend the conference.

3:00-4:00

GENERAL SESSION: SHARING OF PLANS,
CONFERENCE WRAP-UP

Objectives: To report by project team what was discussed, planned, and/or accomplished, and to allow time for presenters to share their observations about the conference.

The following statements of council goals and written comments from some participants were included in the final session.

Texas Christian University - Site Specific Planning

Issues/Concerns/Needs

1. Parent Involvement
 Using Human Resources
 Volunteer monitors
 Greater utilization of Community Resources in the Schools
2. Greater selection of courses at North Side High School
3. Community use of school facilities
 Adult classes
 Open schools at night
4. Parent-teacher conferences
5. More Mexican American teachers
6. Leadership workshops for students
7. Better maintenance of school facilities
8. More North Side High School facilities

North Texas State University

(Presentation made by Joe Granado at final session of the San Antonio Community Council Workshop, January 19-20, 1979)

Concerns:

role and responsibilities
lines of authority/communication
role of the principal in the system
time

Things to do when we get home:

1. Community Council Task Force to get input
2. establish definite meeting date
3. get a secretary
4. establish a system for dealing with absenteeism
5. set up a training program
6. date for meeting with superintendent
7. long-range calendar of significant dates
8. reports from staff
9. results of needs assessment to establish credibility
10. one immediate successful goal
11. information to community-newsletter
12. helping principals to get bilingual personnel

Training Needs:

1. time management
2. organizational skills to keep things moving-task maintenance
3. how to determine effective teachers
4. team building
5. roles and expectations

Edgewood Independent School District/Trinity University

Comments from Community Council members about the conference:

1. The focus of the conference (planning) was very related to the training which council members had already received. Much of the content of the conference served as a reinforcer of concepts felt to be important by the Council.
2. The conference provided an opportunity to meet other participants and share plans and gain new ideas.

University of Houston

General Session: Sharing of Plans

Community Council Goals:

- .Set up specific training program.
- .Long range calendar of specific dates.
- .Calendar to churches, schools, civic associations.
- .Help administration hire better personnel.

The University of Texas at El Paso

Goals of Community Council:

- .To ensure that present programs continue to operate.
- .To plan for future programs if funded.
- .To continue with El Paso Community College (continuation of the Community Education Program)

Laredo State University

- .Commented on success of the conference.
- .Shared plans to continue the activities which the current council has started.

Texas Tech University

Goals of the Council:

- .Expansion of the Council and Policy Board
- .Inclusion of Council members in IHE planning
- .Improving communication between LEA and Council
- .Improving planning and survey procedures

CONFERENCE DOCUMENTATION-SYNTHESIS,
ANALYSIS OF DATA

CONFERENCE DOCUMENTATION - SYNTHESIS, ANALYSIS OF DATA

While the first section of this report is primarily descriptive, this section attempts to answer questions about the effectiveness of the conference. Using participant responses collected in the small group sessions "Using the Planning Process in the Area of Your Choice," interviews by telephone and in person of conference participants, written comments submitted to the Network office and documentors' reports on the conference, the following general questions are addressed:

1. To what extent were the goals of the conference met?
2. What were the strengths and weaknesses of the process used in planning the conference?
3. How can the experience in planning and carrying out the Community Council - Community Education Conference be of benefit to others planning a similar activity?

In an attempt to provide answers to these questions, no claim of absolute objectivity will or should be made. Our interest at the Network level is to give the readers information that will enable them to understand the details of how the conference was planned, who participated in it, and what actually transpired during the two days. With the data collected at the conference, limited but useful inferences regarding its effectiveness can be drawn, but in the final analysis, it is the council members for whom the conference was designed who can most accurately judge its worth.

The general sessions on the first day of the conference were designed to give participants an overview of the Teacher Corps and the role of the Community Council

in Teacher Corps projects. In addition, a general session which introduced a process for planning was part of the first day activities.

The small group sessions on the first day were designed to allow participants to react to the general sessions on Teacher Corps and the role of the Community Council and to apply the planning process which was introduced in a Teacher Corps-related topic. During these small group sessions, the role of the consultants was as facilitators. Interaction, the raising of issues and reactions, and the simulation of planning were mainly the responsibilities of the participants.

In the small group sessions on the second day ("Using the Planning Process in the Area of Your Choice"), the role of the consultants became that of presenters. Specific topics were addressed with the objectives being to convey information/skills and apply a planning process to the topic areas:

- .Using Available Resources
- .Involvement of School Personnel/Familiarizing the Community with School Programs
- .Needs Assessment
- .Developing Commitment From Council Members
- .Council Involvement with Community Education
- .Information To and From the Community

Following these sessions, participants were asked to provide their opinions of the following statements:

1. The objectives of this session were stated clearly by the presenter.
2. The objectives of this session were clearly met.
3. The presentation/discussion in this session was well-organized.
4. The information/skills I gained from this session will be useful to me in my work with the Community Council.
5. Attending this session has been a worthwhile experience for me.

Possible responses to these statements ranged from "Not at All" to "To a Great Extent." The form used for evaluating these sessions is in Appendix E.

Tables I-V present the responses to each of the five statements (one statement per Table) in all six 8:30 - 9:45 A.M. sessions (Saturday, January 20, 1979). Tables VI-X include responses to each of the five statements by participants in the 10:00 - 11:15 A.M. sessions (8:30 - 9:45 A.M. sessions were repeated). The responses are presented in frequencies and percentages. For example, "2.00-20.00" indicates that two responses represent 20% of the total number of responses to the statement.

TABLE 1

EVALUATION FORM--STATEMENT 1: THE OBJECTIVES OF THIS SESSION WERE STATED CLEARLY BY THE PRESENTOR.

GROUP (8:30 - 9:45 A.M.)RESPONSES (freq. - %)

	<u>Not at all</u> 1	2	3	4	<u>To a great extent</u> 5	<u>TOTAL</u>
USING AVAILABLE RESOURCES	.00-.00	.00-.00	.00-.00	2.00-20.00	8.00-80.00	10.
INVOLVEMENT OF SCHOOL PERSONNEL/ FAMILIARIZING THE COMMUNITY WITH SCHOOL PROGRAMS	1.00-10.00	.00-.00	1.00-10.00	5.00-50.00	3.00-30.00	10.
NEEDS ASSESSMENT	.00-.00	.00-.00	.00-.00	2.00-40.00	3.00-60.00	5.
DEVELOPING COMMITMENT FROM COUNCIL MEMBERS	.00-.00	.00-.00	.00-.00	2.00-50.00	2.00-50.00	4.
COUNCIL INVOLVEMENT WITH COMMUNITY EDUCATION	.00-.00	2.00-20.00	3.00-30.00	2.00-20.00	3.00-30.00	10.
INFORMATION TO AND FROM THE COMMUNITY	.00-.00	.00-.00	.00-.00	2.00-33.33	4.00-66.67	6.

TABLE II

EVALUATION FORM--STATEMENT 2: THE OBJECTIVES OF THE SESSION WERE CLEARLY MET.

GROUP (8:30 - 9:45 A.M.)RESPONSES (freq. - %)

	<u>Not at all</u> 1	2	3	4	<u>To a great extent</u> 5	<u>TOTAL</u>
USING AVAILABLE RESOURCES	.00-.00	.00-.00	.00-.00	2.00-20.00	8.00-80.00	10.
INVOLVEMENT OF SCHOOL PERSONNEL/ FAMILIARIZING THE COMMUNITY WITH SCHOOL PROGRAMS	.00-.00	1.00-10.00	3.00-30.00	4.00-40.00	2.00-20.00	10.
NEEDS ASSESSMENT	.00-.00	.00-.00	3.00-60.00	1.00-20.00	1.00-20.00	5.
DEVELOPING COMMITMENT FROM COUNCIL MEMBERS	.00-.00	.00-.00	.00-.00	1.00-25.00	3.00-75.00	4.
COUNCIL INVOLVEMENT WITH COMMUNITY EDUCATION	.00-.00	2.00-20.00	4.00-40.00	4.00-40.00	.00-.00	10.
INFORMATION TO AND FROM THE COMMUNITY	.00-.00	.00-.00	.00-.00	3.00-50.00	3.00-50.00	6.

TABLE III

EVALUATION FORM--STATEMENT 3: THE PRESENTATION/DISCUSSION IN THIS SESSION WAS WELL-ORGANIZED.

GROUP (8:30 - 9:45 A.M.)RESPONSES (freq. - %)

	<u>Not at all</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>To a great extent</u>	<u>TOTAL</u>
USING AVAILABLE RESOURCES	.00-.00	.00-.00	.00-.00	1.00-10.00	9.00-90.00	10.
INVOLVEMENT OF SCHOOL PERSONNEL/ FAMILIARIZING THE COMMUNITY WITH SCHOOL PROGRAMS	.00-.00	.00-.00	2.00-20.00	3.00-30.00	5.00-50.00	10.
NEEDS ASSESSMENT	.00-.00	.00-.00	.00-.00	4.00-80.00	1.00-20.00	5.
DEVELOPING COMMITMENT FROM COUNCIL MEMBERS	.00-.00	.00-.00	.00-.00	2.00-50.00	2.00-50.00	4.
COUNCIL INVOLVEMENT WITH COMMUNITY EDUCATION	.00-.00	1.00-10.00	3.00-30.00	3.00-30.00	3.00-30.00	10.
INFORMATION TO AND FROM THE COMMUNITY	.00-.00	.00-.00	.00-.00	1.00-16.67	5.00-83.33	6.

TABLE IV

EVALUATION FORM--STATEMENT 4: THE INFORMATION/SKILLS I GAINED FROM THIS SESSION WILL BE USEFUL TO ME IN MY WORK WITH THE COMMUNITY COUNCIL.

<u>GROUP (8:30 - 9:45 A.M.)</u>		<u>RESPONSES (freq. - %)</u>				
	<u>Not at all</u> 1	2	3	4	<u>To a great extent</u> 5	<u>TOTAL</u>
USING AVAILABLE RESOURCES	.00-.00	.00-.00	.00-.00	2.00-20.00	8.00-80.00	10.
INVOLVEMENT OF SCHOOL PERSONNEL/ FAMILIARIZING THE COMMUNITY WITH SCHOOL PROGRAMS	1.00-10.00	.00-.00	2.00-20.00	3.00-30.00	4.00-40.00	10.
36 NEEDS ASSESSMENT	.00-.00	1.00-20.00	1.00-20.00	2.00-40.00	1.00-20.00	5.
DEVELOPING COMMITMENT FROM COUNCIL MEMBERS	.00-.00	.00-.00	.00-.00	3.00-75.00	1.00-25.00	4.
COUNCIL INVOLVEMENT WITH COMMUNITY EDUCATION	.00-.00	.00-.00	2.00-20.00	2.00-20.00	6.00-60.00	10.
INFORMATION TO AND FROM THE COMMUNITY	.00-.00	.00-.00	.00-.00	.00-.00	5.00-83.33	6.

TABLE V

EVALUATION FORM--STATEMENT 5: ATTENDING THIS SESSION HAS BEEN A WORTHWHILE EXPERIENCE FOR ME.

GROUP (8:30 - 9:45 A.M.)RESPONSES (freq. - %)

	<u>Not at all</u> 1	2	3	4	<u>To a great extent</u> 5	<u>TOTAL</u>
USING AVAILABLE RESOURCES	.00-.00	.00-.00	.00-.00	.00-.00	10.00-100.00	10.
INVOLVEMENT OF SCHOOL PERSONNEL/ FAMILIARIZING THE COMMUNITY WITH SCHOOL PROGRAMS	1.00-10.00	1.00-10.00	.00-.00	4.00-40.00	4.00-40.00	10.
37 NEEDS ASSESSMENT	.00-.00	.00-.00	2.00-40.00	2.00-40.00	1.00-20.00	5.
DEVELOPING COMMITMENT FROM COUNCIL MEMBERS	.00-.00	.00-.00	.00-.00	2.00-50.00	2.00-50.00	4.
COUNCIL INVOLVEMENT WITH COMMUNITY EDUCATION	.00-.00	.00-.00	2.00-20.00	3.00-30.00	5.00-50.00	10.
47 INFORMATION TO AND FROM THE COMMUNITY	.00-.00	.00-.00	.00-.00	.00-.00	5.00-83.33	6.

TABLE VI

EVALUATION FORM--STATEMENT 1: THE OBJECTIVES OF THIS SESSION WERE STATED CLEARLY BY THE PRESENTER.

<u>GROUP (10:00 - 11:15 A.M.)</u>		<u>RESPONSES (freq. - %)</u>				
	<u>Not at all</u>				<u>To a great extent</u>	<u>TOTAL</u>
USING AVAILABLE RESOURCES		2	3	4	5	
	.00-.00	.00-.00	.00-.00	4.00-30.77	8.00-61.54	13.
INVOLVEMENT OF SCHOOL PERSONNEL/ FAMILIARIZING THE COMMUNITY WITH SCHOOL PROGRAMS	.00-.00	.00-.00	.00-.00	2.00-50.00	2.00-50.00	4.
NEEDS ASSESSMENT	.00-.00	.00-.00	.00-.00	3.00-100.00	.00-.00	3.
DEVELOPING COMMITMENT FROM COUNCIL MEMBERS	.00-.00	.00-.00	.00-.00	.00-.00	3.00-100.00	3.
COUNCIL INVOLVEMENT WITH COMMUNITY EDUCATION	1.00-9.09	1.00-9.09	1.00-9.09	7.00-63.64	1.00-9.09	11.
INFORMATION TO AND FROM THE COMMUNITY	.00-.00	.00-.00	.00-.00	1.00-20.00	4.00-80.00	5.

TABLE VII

EVALUATION FORM--STATEMENT 2: THE OBJECTIVES OF THE SESSION WERE CLEARLY MET.

GROUP (10:00 - 11:15 A.M.)		RESPONSES (freq. - %)				
	Not at all 1	2	3	4	To a great extent 5	TOTAL
USING AVAILABLE RESOURCES	.00-.00	.00-.00	.00-.00	5.00-38.46	7.00-53.85	13.
INVOLVEMENT OF SCHOOL PERSONNEL/ FAMILIARIZING THE COMMUNITY WITH SCHOOL PROGRAMS	1.00-25.00	.00-.00	2.00-50.00	.00-.00	1.00-25.00	4.
39 NEEDS ASSESSMENT	.00-.00	.00-.00	.00-.00	2.00-66.67	1.00-33.33	3.
DEVELOPING COMMITMENT FROM COUNCIL MEMBERS	.00-.00	.00-.00	.00-.00	.00-.00	3.00-100.00	3.
COUNCIL INVOLVEMENT WITH COMMUNITY EDUCATION	1.00-9.09	1.00-9.09	1.00-9.09	5.00-45.45	3.00-27.27	11.
51 INFORMATION TO AND FROM THE COMMUNITY	.00-.00	.00-.00	.00-.00	2.00-40.00	3.00-60.00	5.

TABLE VIII

EVALUATION FORM--STATEMENT 3: THE PRESENTATION/DISCUSSION IN THIS SESSION WAS WELL-ORGANIZED.

GROUP (10:00 - 11:15 A.M.)RESPONSES (freq. - %)

	<u>Not at all</u>				<u>To a great extent</u>	<u>TOTAL</u>
		2	3	4	5	
USING AVAILABLE RESOURCES	.00-.00	.00-.00	.00-.00	2.00-15.38	11.00-84.62	13.
INVOLVEMENT OF SCHOOL PERSONNEL/ FAMILIARIZING THE COMMUNITY WITH SCHOOL PROGRAMS	1.00-25.00	.00-.00	1.00-25.00	1.00-25.00	1.00-25.00	4.
40 NEEDS ASSESSMENT	.00-.00	.00-.00	.00-.00	1.00-33.33	2.00-66.67	3.
DEVELOPING COMMITMENT FROM COUNCIL MEMBERS	.00-.00	.00-.00	.00-.00	.00-.00	3.00-100.00	3.
COUNCIL INVOLVEMENT WITH COMMUNITY EDUCATION	1.00-9.09	.00-.00	1.00-9.09	5.00-45.45	4.00-36.36	11.
INFORMATION TO AND FROM THE COMMUNITY	.00-.00	.00-.00	.00-.00	2.00-40.00	3.00-60.00	5.

TABLE IX

EVALUATION FORM--STATEMENT 4: THE INFORMATION/SKILLS I GAINED FROM THIS SESSION WILL BE USEFUL TO ME IN MY WORK WITH THE COMMUNITY COUNCIL.

GROUP (10:00-11:15 A.M.)RESPONSES (freq. - %)

	<u>Not at all</u> 1	2	3	4	<u>To a great extent</u> 5	<u>TOTAL</u>
USING AVAILABLE RESOURCES	.00-.00	.00-.00	.00-.00	6.00-46.15	6.00-46.15	13.
INVOLVEMENT OF SCHOOL PERSONNEL/ FAMILIARIZING THE COMMUNITY WITH SCHOOL PROGRAMS	.00-.00	1.00-25.00	1.00-25.00	.00-.00	2.00-50.00	4.
NEEDS ASSESSMENT	.00-.00	.00-.00	.00-.00	2.00-66.67	1.00-33.33	3.
DEVELOPING COMMITMENT FROM COUNCIL MEMBERS	.00-.00	.00-.00	.00-.00	.00-.00	3.00-100.00	3.
COUNCIL INVOLVEMENT WITH COMMUNITY EDUCATION	1.00-9.09	2.00-18.18	.00-.00	2.00-18.18	6.00-54.55	11.
INFORMATION TO AND FROM THE COMMUNITY	.00-.00	.00-.00	1.00-20.00	.00-.00	4.00-80.00	5.

41

55

56

TABLE X

EVALUATION FORM--STATEMENT 5: ATTENDING THIS SESSION HAS BEEN A WORTHWHILE EXPERIENCE FOR ME.

GROUP (9:00-11:15 A.M.)

RESPONSES (freq. - %)

	<u>Not at all</u> 1	2	3	4	<u>To a great extent</u> 5	<u>TOTAL</u>
USING AVAILABLE RESOURCES	.00-.00	.00-.00	.00-.00	1.00-7.69	12.00-92.31	13.
INVOLVEMENT OF SCHOOL PERSONNEL/ FAMILIARIZING THE COMMUNITY WITH SCHOOL PROGRAMS	.00-.00	.00-.00	2.00-50.00	.00-.00	2.00-50.00	4.
NEEDS ASSESSMENT	.00-.00	.00-.00	.00-.00	2.00-66.67	1.00-33.33	3.
DEVELOPING COMMITMENT FROM COUNCIL MEMBERS	.00-.00	.00-.00	.00-.00	.00-.00	3.00-100.00	3
COUNCIL INVOLVEMENT WITH COMMUNITY EDUCATION	1.00-9.09	2.00-18.18	.00-.00	2.00-18.18	6.00-54.55	11.
INFORMATION TO AND FROM THE COMMUNITY	.00-.00	.00-.00	1.00-20.00	.00-.00	4.00-80.00	5.

Participants' responses to the statements on the evaluation form were, with few exceptions, all positive. With a 1 to 5 range of possible responses (5 being the highest), clearly a majority of participants responded in the 4 and 5 range to all five statements. In at least two sessions, there was considerable improvement in evaluations between the 8:30 A.M. session and the repeat session at 11:00 A.M. According to the presenters, changes were made in the second session based on the reaction of the participants and comments to the presenter by the documentor made after the first session.

To further assess the effectiveness of the conference, council chairpersons or other representatives were contacted on March 8 and 9, 1979 and asked the following questions:

1. Did the conference have an impact on the Community Council?
Were there follow-up activities which can be attributed to your participation in the conference?
2. Were the goals you set on the second day (site specific planning session) realistic? If not, why not?
3. Do you have a clearer understanding of the Community Council's role in the Teacher Corps project (as a result of the conference)?
4. Was the conference successful in helping you understand processes involved in planning? Was the planning exercise appropriate?

In addition to these four questions, interviewees were asked to comment on the overall conference organization and make suggestions for improvement of a similar activity.

Fourteen conference participants representing six projects were interviewed. A summary of the responses follows:

1. Did the conference have an impact on the Community Council?

Were there follow-up activities which can be attributed to your participation in the conference?

All participants interviewed felt that the conference had a very positive impact. Some of the follow-up activities which can be attributed to their participation in the conference are:

- .establishing community representation in the intern selection process
- .conducting community needs assessment (first major undertaking by this particular council
- .planning strategies for publicizing the project
- .sharing of project plans and visitation to another Youth Advocacy project
- .expansion of the council to include representation from the county and city governments, the religious community, politicians, and other service organizations
- .improved communications between the council and existing service organizations. This council was able to identify common areas of interest and avoided duplication of the efforts of other organizations already in operation
- .establishment of a system to reduce the rate of absenteeism among council members.

Two interviewees reported that the trip and participation in the conference resulted in improved communication and interaction among the group. Another chairperson commented that the conference brought on an increased awareness of the concept of PARITY among council members. The members also realized that the council can be more assertive in its actions and carry out their plans without being told to do so.

2. Were the goals you set on the second day (site specific planning session) realistic? If not, why not?

In all cases, interviewees felt that the goals were realistic. In three cases, members felt that the councils were slow in carrying out the goals not because of lack of motivation, but because of their participation in writing second year proposals.

3. Do you have a clearer understanding of the Community Council's role in the Teacher Corps project (as a result of the conference)?

About one-half of the participants interviewed felt that the conference was fairly successful in clarifying the role of the Council in Teacher Corps projects. The other seven felt that although the conference addressed the issue, more clarification is still needed.

4. Was the conference successful in helping you understand processes involved in planning?

All but one of those interviewed felt satisfied with the sessions on planning. In the case of the one dissatisfied member, planning had been emphasized in previous sessions at the project site, and more impressive processes for planning had been introduced. All felt that the planning exercise was appropriate.

Comments on overall conference organization and suggestions for improvement:

.Although the idea of keeping the participants in project teams for the first day was a good one, additional time should have been allowed for interaction among participants from different projects. Perhaps a session where common problems are identified and solutions discussed might have been productive.

.The "Overview of Teacher Corps - The Role of the Community Council in Teacher Corps Projects" went too fast and could have used some "coloring up." Much time was spent explaining the bureaucracy of Teacher Corps, and not enough time was spent on actual clarification of the Council's role.

- .It should have been made clearer to participants that the planning process introduced is not the only process for planning.
- .Participants should be given a chance to work with at least two different facilitators when the groups meet as teams.
- .An introductory activity at the beginning of the conference might have helped everyone get acquainted with each other sooner.
- .Documentors should be with their own group in a session such as the last one (Site Specific planning).
- .More time should be allowed for participants to ask questions after the general sessions.

Planning: Strengths and Weaknesses

Planning the conference involved three meetings, one conference call, and the Special Planning Session on January 18, 1979. Two of the meetings were held in Austin during the 1978 National Conference Follow-Up in December, 1978 (Developmental Training Activities) and only one meeting required travel by members specifically for planning. By coordinating the planning meetings with the conference follow-up, additional travel costs for planning were avoided.

By January 18, 1979, the date of the Special Planning Session, the planning committee had specified goals of the conference, topics to be addressed (based on needs assessment), and consultants to be used. In addition, the documentation procedures had been designed, and accommodations, travel plans, and conference materials were arranged through the Network office. The Special Planning Session served as a means for the consultants to clarify their roles in the sessions to assure consistency with the overall goals of the conference. The effectiveness of the Planning Day was summarized in the words of one of the conference documentors, and although it was stated earlier in the report, it bears repeating:

I spoke informally with several participants. I asked them to focus on the planning day only in terms of the process/product and make comments. In general they saw the session as having reached the objectives for the day. They saw the process as arduous, but necessary for all participants to feel they were an integral part of the conference planning. The only negative comment concerned the pacing of the day (specifically, the noon break should have occurred earlier). All that I interviewed agreed that the sense of ownership and unity that resulted were well worth the work involved.

- David Ross

In addition to the Special Planning Session, a strength in overall conference planning was the assistance provided by staff members of the Western Recruitment, Community, and Technical Resource Center. The staff of the Edgewood/Trinity

University Teacher Corps Project also were instrumental in the efforts to assess needs of Community Council members. Although needs were assessed, however, one of the few drawbacks in the conference planning was the absence of council member representation on the committee. This might have added to the nature and quality of interaction in the planning, but in the evaluations and comments by participants, no one felt that the sessions were irrelevant or not useful.

The Planning Session on January 18, 1979 was well attended. With the exception of two consultants, all who were invited were present. A definite strength in planning was the cooperation of the consultants in attending the session before the conference.

After the first full day of sessions (Friday, January 19, 1979), documentors for the conference and presenters met to discuss the day's activities and make any obviously needed changes in the program. This aspect of the conference monitoring also added to the sense of ownership which developed on the part of presenters and planning committee members. The details of the discussion are found earlier in the report on page 22.

Comments from participants indicated that most felt that the conference was well-organized, no problems were encountered with accommodations or meeting rooms and, with the exception of one session, all activities during the two days were on time. In general terms, the conference planning was fairly typical until the Special Planning Session. That session seemed to pay off in the smooth flow of the sessions, and the peace of mind of most planning committee members and consultants that resulted from knowing their specific roles, and from knowing that no loose ends were left dangling when the conference started.

Conclusion, Implications for Planning Future Activities

In general, all indications are that the goals of the conference were met, the planning process was effective, and a few lessons were learned which can be of use in planning future activities of this nature. Comments from participants who were interviewed provide the most useful direction for the future:

- .participants would like more interaction with members of other project teams
- .more time should be given after the general sessions for questions and answers
- .alternative processes for planning should be introduced, only one applied in depth
- .participants should be given an opportunity for interaction with more facilitators
- .exercises which help participants to become acquainted should be a part of the introductory sessions
- .council representatives should be an integral part of planning a conference for council members
- .the documentation procedures should include scheduled meeting times to discuss conference events and processes
- .luncheon speakers are questionable; not because of quality, but because after an activity-filled morning, participants need to relax at lunch
- .project directors should be encouraged to participate more actively with the project team. Documentors should be a part of the site specific planning sessions.

APPENDICES

APPENDIX A
Needs Assessment Instrument

COMMUNITY EDUCATION CONFERENCE NEEDS ASSESSMENT

Two general areas will be addressed at the conference:

Community Education and Council Training. Sessions will be directed at providing information and skills development. In order to structure the conference so project needs are adequately met, we need to know if the following topics are relevant to your project. Please indicate which of the following are most important to you. If you have some suggestions for additional topics not on our list, please add them in the space indicated. Please include the name of a consultant we may contact to work with us on that topic if you know of one you can recommend.

COMMUNITY EDUCATION

Skills Development Sessions

1. Planning
2. Workshop on Workshops - How to Design & Conduct Effective Workshops
3. Conducting a Needs Assessment
4. Developing a constituency - What if we offered a course and Nobody came?
5. Facilitating Application of Skills/Information for Community Education courses

Information Sessions

1. Establishing a delivery system for Community Education courses
 - A. Your own
 - B. Using available Community Resources
(how to plug into them)

Very Important	
Somewhat Important	
Not Important	

Information Sessions

1. Functions of the Community Council
2. Models of Community Council programs
3. Using audio-visual aids
4. Parent-teacher relationships -
applying communication and
conflict resolution skills

Very Important	Somewhat Important	Not Important

Please indicate your preference:

Thursday, Jan. 18 and Friday, Jan. 19

Friday, Jan. 19 and Saturday, Jan. 20

Suggested topics not listed above:

Consultant

APPENDIX B
Planning for the Conference

PLANNING FOR THE CONFERENCE
(Special Planning Session described in text)

October 30, 1978

Network Board of Directors' Meeting

- .Planning Committee established
- .Needs Assessment Activities begin -
Edgewood/Trinity Teacher Corps Staff
 - .Developed Needs Assessment Instrument
(See Appendix A)
 - .Distributed Needs Assessment Instrument
 - .Collected preliminary data for first planning session
 - .Analysis of responses --
Needs Assessment Instrument

November 8, 1978

Planning Committee Conference Call

Decisions/Discussion:

- .Two kinds of sessions to be included in conference-
informational and skill building. General areas to be
covered - Community Council training and Community Education
- .Forty-nine participants (7 from each project) to be paid
with Network funds
- .A limited number of non-Teacher Corps related persons can
attend the conference. A possible means to defray expenses
for these participants is to charge a registration fee.
- .The planning committee should actively seek participation
from organizations already involved in community education.
The Community Education Association in Medina, Texas was
cited as an example.
- .The conference is to be held at Trinity University in San
Antonio. The use of area hotels for meeting rooms and
accommodations will also be explored.
- .Content of the sessions -- suggested topics:
 - Function of Community Council
 - Role Descriptions of Council Members
 - Conflict Resolution
 - Systems Theory
 - Organization-Management
- .Project Directors asked to take the responsibility for
seeing that the forms for needs assessment are returned.
- .Contact RCTR Centers for monies and suggestions for
consultants (Tony Carrillo was mentioned as a possible
consultant).
- .Date set for next planning meeting (November 21, 1978
at 8:30 A.M., Trinity University).

.The seven participants from each project should include council members and other community members.

.Attendance by project directors optional.

.The importance of including principals was emphasized.

November 28, 1978

San Antonio, Texas Planning Meeting

Present: Richard Bocanegra, Dwight Bonds, Don Davison,
Linda Jiménez, Robert Leos, Linda McDonald

Discussion/Decisions:

.Conference Theme - Community Council-Community Education

.Conference site - San Antonio, Texas. Arrangements still being made to locate a convenient motel/meeting area

.Conference dates - January 19-20, 1979.

.Topics: Overview of Teacher Corps/Function of the
Community Council
Overview of the Planning Process
Using Available Resources/School Facilities
Involving School Personnel/Familiarizing the
Community with School Programs
Needs Assessment
Developing Commitment from Council Members/
Maintaining Active Participation
Council Involvement in Community Education
Management Information Systems
(Sessions/topics based on responses in needs
assessment)

.Conference materials - Consultants will provide handouts and other materials for individual sessions; RCTR Centers and Trinity University are other sources of materials.

.Budget concerns

Government rates for hotel rooms

Documentation/Evaluation costs - use of Network funds for hiring Program '78 documentors discussed.

.Tentative agenda worked out.

.Immediate needs and responsibilities identified

Logistics

Conference materials

Documentation plan

Conference fee

Conference call to update Board of Directors

December 13, 1978
(3:00 P.M.)

December 14, 1978
(12:10 P.M.)

Planning Committee meetings; held in conjunction with the 1978 National Conference Follow-Up in Austin, Texas.
Present: Juan Aranda, Richard Bocanegra, Dwight Bonds, Annette Gromfin, Linda Jiménez, Diane Jones, Paul Kantz, Robert Leos, Linda McDonald, Rubén Olivárez.

Discussion/Decisions:

- .Specifics on agenda worked out (consultants identified, times set, etc.)

- .Emphasis throughout this conference will be on planning (developing plans for addressing the topics presented in the sessions-e.g., what processes are involved in planning for a needs assessment?)

- .In skill development sessions, emphasis will be on the implementation of projects-e.g., after planning a needs assessment, what are the actual steps necessary for carrying it out?

- .Tasks pending:

Contact consultants-initial contact by Western RCTR Center; follow-up with letters from Network office.

Documentation/Evaluation

Conference brochures

Hotel-luncheon arrangements

Planning Day for consultants (full-day session planned for all consultants before the conference)

January 8, 1979 -
January 15, 1979

Network documentation plan developed, documentation needs for the conference identified, documentors for conference secured, evaluation form for sessions designed (see Network Documentation Plan, Appendix C__).

January 17, 1979

Austin, Texas. Dr. Tony Carrillo (San Jose State University) meets with Network staff to discuss the conference agenda, planning day for consultants, and overall conference plans (topics, times, evaluation).

APPENDIX C

Texas Teacher Corps Network Documentation Plan

TEXAS TEACHER CORPS NETWORK
Documentation of Network Activities

Documentation has generally been defined as the collection of evidence to authenticate facts, claims, and opinions, and to support inferences drawn from the evidence (SRI International, 1978). In addition to gathering the information and drawing inferences from it, further efforts are usually made to disseminate descriptions and analyses of major events to persons who are likely to benefit from it (e.g., new project directors undertaking similar tasks). Just as important as the dissemination of information to persons outside the project is the use of documentation for internal monitoring of progress in relation to project goals for a given period of time. The information gathered in the documentation process can be a valuable part of charting major events and the processes by which project milestones are reached.

The documentation plan for the Community Council-Community Education conference has been developed with these purposes in mind. The final product of this documentation effort will serve several purposes for the Network:

- .It will provide a complete description of the process involved in planning and coordinating the conference (strengths and weaknesses of the planning approach used) and will assist in planning future Network activities.
- .It will include analyses of data from documentors, presenters, and participants on which inferences regarding the degree of success or failure of the conference can be based.

.Teacher Corps Washington and other Networks will be informed of the progress of the Texas Network in carrying out major training activities.

Revisions in the documentation plan can be expected. Based on the experience in San Antonio, it is probable that a more complete and more workable plan will be in operation in future Texas Teacher Corps Network activities.

Your comments and suggestions are welcome.

- Robert H. Leos

Reference: A Documentation Handbook for Teacher Corps Program '78 Projects.
SRI International: Menlo Park, California. October, 1978.

TEXAS TEACHER CORPS NETWORK
Community Council-Community Education Conference
January 19-20, 1979
San Antonio, Texas

DOCUMENTATION PLAN

I. Objectives of the Conference

- To provide participants with information about Teacher Corps
 - The role of the Community Council
 - The Planning Process (definitions, key elements)
- To provide an opportunity for conference participants to try out the Planning Process in small group, Teacher Corps-related topics
- To provide an opportunity for participants to engage in site-specific planning for future community council activities

II. Conference Activity Format

1. Planning Day - January 18, 1979

- a. Objectives - to discuss the format of the small group sessions on planning (Teacher Corps-related topics) including objectives of the sessions and the specific planning process to be utilized in the sessions).
- b. Participants - all consultants and planning committee members

2. General Sessions, January 19, 1979

Overview of the role of community Councils - Tony Carrillo
Overview of Teacher Corps - Robert Ardike
Luncheon Speaker - Pete Mesa

Overview of the Planning Process - Tony Carrillo

General Sessions, January 20, 1979

Keynote - Dean Norma Hernández
Sharing of plans, conference wrap-up

3. Small group sessions, January 19, 1979

Follow-up to general session on Community Councils
Follow-up to general session on planning

Small group sessions, January 20, 1979

Concurrent sessions, planning in Teacher Corps-related topics

- Using Available Resources/School Facilities
- Involving School Personnel; Familiarizing the Community with School Programs
- Needs Assessment
- Development of Commitment from Council Members/
Maintaining Active Participation
- Council Involvement in Community Education
- Management Information Systems

Site specific sessions - planning for future council activities.

III. Documentation Product

A. Report will include:

1. List of participants, activities, cost, facilities
2. Description of overall planning (planning committee meetings, conference calls)
3. Documentation of Planning Day - January 18, 1979

Objectives

Participants

Description of process (brainstorming, chairperson, procedures)

Conflicts

Areas of agreement

Decisions

Impressions of participants (strengths, weaknesses of the planning process used in organizing the conference)

4. Documentation of general sessions
5. Documentation of small group sessions
6. Summary of responses on session evaluation form.

B. Categories of information for documentation of sessions

Objectives

Number and names of participants

Facts, statements, opinions, main points

Areas of conflict

Areas of agreement

Decisions

Implications for Teacher Corps projects

Formal feedback - responses on questionnaire

IV. Resources available for documentation

A. Network staff time allocated for documentation purposes - Robert Leos

B. Monies available for hiring of Texas Program '78 documentors

Lou Bridges, Texas Tech
David Ross, North Texas State University
Lynn Reyes, University of Houston
Michael Yost, Trinity University
Elene Demos, Texas Christian University

V. Documentation Responsibilities

Robert Leos	Design documentation plan Design small group session evaluation forms Document Planning Day activities Document all general sessions Document two small group sessions Distribute and collect evaluation forms in small group sessions Coordinate the compilation of the documentation product
Lou Bridges	Document Planning Day activities
Elene Demos	Document all general sessions
Lynn Reyes	Document two small group sessions
David Ross	Distribute and collect evaluation forms in small group sessions
Michael Yost	Contribute written report of activities for documentation product.

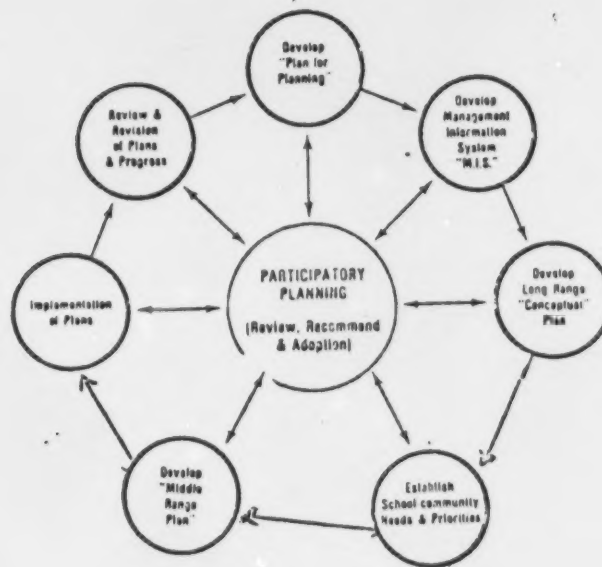
APPENDIX D

Introduction for Planning

(Suggested Model Used in Small Group Sessions -
"Becoming Familiar with the Planning Process")

INTRODUCTION FOR PLANNING:

Who plans - WHAT - WHEN - HOW? (Suggested Model)



1. What are we planning for? (Task and Scope)

a. Goal: _____

b. Specific Objectives: _____

SUGGESTED PLAN FOR PLANNING

2. Who Plans? (Role and Responsibility Clarification)

[illegible]

*Code: "Ap." = Reviews and Approves or rejects
 "Rev." = Reviews
 "Rec." = Recommends
 "Adv." = Advisory
 "Pr.Inf." = Provides Information
 "Man. St." = Manages Study or Plan
 "Cons.Assit." = Provides Consulting Assistance

Site/Project Affected Audiences

-
-
-
-
-
-
-

3. Existing/Possible Constraints?

- a.
- b.
- c.
- d.
- e.
- f.
- g.

4. What Data is currently available and/or needed?

Data Available	Data Needed

5. What are our needs? (A - B = C)

A. What do we have now?	B. What are our needs?

6. What are our priorities?

- a.
- b.
- c.
- d.

7. Who plans - WHAT - WHEN? (Time-Line)

Time-Line	Tasks	Tasks	Tasks

8. Did we accomplish what we planned? Yes? No?
If not, why not?

APPENDIX E

Statements for Evaluation of Small Group Sessions

"Using the Planning Process in the Area of Your Choice"

TEXAS TEACHER CORPS NETWORK
Community Council-Community Education Workshop

Session Evaluation

Instructions: Circle the number which represents your opinion of each statement.

- | | | | | | | |
|--|------------|---|---|---|---|-------------------|
| 1. The objectives of this session were stated clearly by the presenter. | Not at all | | | | | To a great extent |
| | 1 | 2 | 3 | 4 | 5 | |
| 2. The objectives of the session were clearly met. | Not at all | | | | | To a great extent |
| | 1 | 2 | 3 | 4 | 5 | |
| 3. The presentation/discussion in this session was well-organized. | Not at all | | | | | To a great extent |
| | 1 | 2 | 3 | 4 | 5 | |
| 4. The information/skills I gained from this session will be useful to me in my work with the Community Council. | Not at all | | | | | To a great extent |
| | 1 | 2 | 3 | 4 | 5 | |
| 5. Attending this session has been a worthwhile experience for me. | Not at all | | | | | To a great extent |
| | 1 | 2 | 3 | 4 | 5 | |

Any comments/suggestions regarding the overall organization and content of this conference will be greatly appreciated.

APPENDIX F

Community Council-Community Education Conference
List of Participants

TEXAS TEACHER CORPS NETWORK
Community Council-Community Education Conference
San Antonio, Texas
January 19-20, 1979

PARTICIPANTS

Laredo State University

Miguel Conchas, Director
Quintín Vargas
Mike Flores
Ramón Alaniz
Juan Montemayor
Rafael Morales

North Texas State University

Richard Simms, Director
Margaret Flores
Bernice Trotter
Joe Granado
Jesse Ramos
Ruby Asberry
Rev. Mayfield Lockhart
Heien Myers
Thurman Stevens
Joseph Honore
Ed Artman

Texas Christian University

Henry Patterson, Director
Arturo Peña
Carlos Rangel
Leo Saucedo
Steve Hernández
Pete Zamarripa
Mary Zapata
Connie Riojas

Texas Tech University

Linda McDonald, Director
Thomas Botello
Sgt. John Jacobs
Dora Cortez
Mary Marin
Ellis Loter
Linda Shannon
Claire Nussbaum
Annette Turner
Mary Vines
Leo Juárez

Edgewood ISD/Trinity University

Richard Bocanegra, Director
Maria S. Rodríguez
Sam Williams, Jr.
Paula Williams
Corina Cuevas
Horacio Cárdenas
Frances Fonseca
Paul Kantz
Rosenda Valdez

Edgewood ISD/Trinity continued

Martha Nichols
Tom Hill
Linda Jiménez
Johnny Leal
Carolina Delgado
Miguel Valdez
Barbara Sadler
DeeDee Simms

The University of Texas at El Paso

Larry Hamilton, Director
Don Davison
Jimmy Walker
Frank Trujillo
Juan Aranda
Higinio Peña
Dwayne Ford
Gabby Segoviano
Lupe Figueroa
Vicky García
Laura Rice
Rose Cantrell
Elias Hernández
Jody Mendoza
Dennis Miller
Judy Johnson
Mickey Sandoval

University of Houston

Patricia Jones
Jo Ann Fernández
John Shirk
Erna Joy Dyal
Irma McDowell
Shirley Smith
Mary Parker
Pricilla Sanders

Deans' Council

Dr. Leo Sayavedra, Laredo
Dr. James Miller, NTSU
Dr. Herbert LaGrone, TCU
Dr. Robert Howsam, U of H
Dr. Billy Askins, Texas Tech
Dr. Norma Hernández, UTEP
Dr. John Moore, Trinity

Documentors

David Ross, North Texas State
Elene Demos, Texas Christian
Lynn Reyes, University of Houston
Lou Bridges, Texas Tech
Michael Yost, Edgewood ISD/Trinity

PRESENTORS/SPEAKERS

Alfredo Aiarcón-Education Service
Center, Region 1, Edinburg, TX

Robert Ardike-Teacher Corps
Washington, D.C.

Dwight Bonds-RCTR Center,
Los Angeles, California

Nancy Bonney-RCTR Center,
Athens, Georgia

Tony Carrillo, San José, California

Annette Gromfin-RCTR Center,
Los Angeles, California

Norma Hernández-Dean, College of
Education, The University of
Texas at El Paso

Chet Hill-RCTR Center,
Los Angeles, California

Pete Mesa-Superintendent of Schools,
Mountain View, California

Roberto Pérez-St. Edward's
University, Austin

Cliff Whetten-College Station,
Texas

NETWORK STAFF

Rubén D. Olivárez, Executive Secretary

Robert H. Leos, Program Development Spec.

Sarah Bird, Photographer

Emma R. Harley, Administrative Assistant